

# The Classical Outlook

CONTINUING LATIN NOTES

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## "COMBINED" CLASSES

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A YEAR AGO last September I was confronted with the problem of caring for three students who wanted Latin III, when our program included only Latin I and II. I decided to combine Latin II and III, but to provide for work on two levels.

During the first semester, the two groups worked on different reading assignments. The Latin III pupils translated selections from Cicero's orations as fast as possible, and reported to the teacher individually for check-ups and tests. The Latin II pupils worked on stories based mainly on Roman home life. These stories they translated individually to the teacher, and then they took a test on each unit covered. The teacher gave individual help when needed. We found no laggards in the class.

To make the stories more real, the Latin II pupils spent two days every two weeks on building a model of a Roman house. For this purpose, books giving detailed information on Roman houses were brought to the classroom and kept on a reserve shelf for reference. The class was divided into committees on construction, draperies, furniture, decoration, etc. These committees worked together, at times, during the construction. It was interesting to watch the progress of the work. Some plans had to be abandoned for new ones when they proved impractical. For instance, our "contractor" had planned to use real concrete in the floor of the cardboard house, but he soon realized that the floor would then be too heavy for the sides. Concrete was accordingly abandoned in favor of several coats of enamel; these gave very satisfactory results. The most interesting and gratifying satisfaction came when we discovered that we had not sacrificed our regular work to the house building project. A check-up showed that we had covered slightly more grammar and translation than previous classes had done in the old-type class, and that we had done our work much more thoroughly.

During the second semester, individual work was conducted about the same as before, so far as the translation was concerned, and the units of work were varied enough to keep up the initial interest. The two groups, however, worked together on projects. The Latin II pupils were now ready for Caesar's *Gallie War*,

and, since Caesar and Cicero were contemporaries, the class chose to study various phases of the social conditions of the period of the two authors. I was surprised to find as much interest in this type of activity as there had been in the house building project. The general topic, "Social Conditions of the Time of Caesar and Cicero," was broken down into smaller units, e.g. "Crime and the Criminal Courts;" "Marriage and Home Life;" "Political Parties;" "The Roman's Day," etc. Each minor topic was studied by a group of two or three students, and,

### WHAT IS IT?

Your Latin class may be interested in trying to translate this oddity:

TE TE RO RO MA MA  
NU NU DA

Solution on page 21.

after a reasonable time, was presented in some form to the class as a whole. Again, all books which would shed light on the subject were brought from the library and kept available in the Latin classroom until the activity unit had been completed.

Last year's class was so interested in the new procedure that we are trying it again this year, this time with a Latin I and Latin II combination. The Latin II pupils had read a simple Latin account of a Roman dinner, and this story created an interest in Roman foods. The class has been divided, according to their choice, into three committees: one to do the research on what the Romans ate and to discover some old Roman recipes; another to prepare some real Roman foods and to plan a Roman banquet to which all members of the Language Club would be invited; the third to do the research on what the Romans wore at banquets. The Latin I pupils chose the last activity, since they have been reading about Roman dress, and decided that it would be interesting if the students could dress as Romans at the banquet.

Concrete results were displayed before the Language Club. A fashion show was given, demonstrating practical ways of making a Roman costume. The group studying Roman foods prepared and baked a Roman cake. Finally, the class planned and served a Roman banquet.

To evaluate this type of procedure, which we call an activity class, I prepared several questions, to be answered by members of the class, and handed in without

signatures. In reply to these questions, every pupil said he had enjoyed the new type Latin class more than the old type. Several reasons were given, a few of which follow:

1. "Because I got more out of it."
2. "Because it was not so hard for me as the old type, since I am a poor Latin student."
3. "Because I am tired of the old style class."
4. "Because it gives us a chance to work on our lessons at school."
5. "Because I learn more in the new type class."
6. "Because we have more freedom, and are allowed to work at the speed we wish."
7. "Because I feel free to get help from the teacher when I need it."
8. "Because each member of the class has a responsibility placed upon him."
9. "Because I have learned more in the new type class."
10. "Because I have learned to budget my time."

One of the suggestions for improving the plan which was offered in response to the questions was that we should "spend a little more time on the explanation of difficult grammar constructions." To meet this demand we now take one hour every week to clear up difficulties experienced by the majority of the class in their translation work. Any time left is spent in drill on forms.

It takes a remarkably short time for a class to learn to use this plan of class procedure. The teacher finds it gratifying because of the increased interest taken by the pupils. The teacher may leave the room for some time, and work on the unit goes on. This fact has been demonstrated in our class many times. However, if anyone thinks the teacher has more leisure in such an activity class, he is mistaken. Much preparation must be done beforehand; and during the working out of the unit the teacher should be on hand as much as possible, prepared to guide and help when asked.

Great freedom is allowed during the class period. No work outside of class is required, but many extra hours are voluntarily spent upon the work which the class has assigned to itself.

All in all, we regard the activity type of "combined" class as a great success.

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An important article by Professor W. L. Carr, entitled "Some Criteria for Evaluating Activities in a Latin Classroom," appeared in *School and Society* for Aug. 2, 1941.

## THE FUTURE OF ARCHAEOLOGY

By A. D. FRASER  
University of Virginia

THE WAR IN EUROPE which has involved most of the lands that served as habitations for the ancient Greeks, as well as the territory comprised within the Roman Empire, has brought few benefits to mankind in general or to the learned world in particular. But upon the science—or, as some would have it, pseudo-science—of archaeology it has conferred the blessing of an enforced cessation from excavational activity.

Such a paradox may appear to come strangely from one who has been a student of classical archaeology for more than twenty years and has occupied an academic chair in that field for more than half that period of time. But a little investigation of the less sensitive type of archaeological journal will reveal that a proposed moratorium in archaeological exploration has been repeatedly proposed—in several instances by those even who have distinguished themselves in field-work.

Truth to tell, we have been, in no small degree, swamped under the flood of material that has been recovered from mother earth within the present generation. Indeed, much of the long-exhibited, and consequently well-known, relics of antiquity are still intellectually undigested. What shall we say, then, of the storerooms of museums, near and far, small and great, that are filled to bursting with pottery, sculpture, and non-artistic objects that have perhaps never yet emerged from their packing-cases? Give us time, O unwearied excavator! Give us time, that we may thereby catch up in the race.

The field-worker is the midwife who assists upon the occasion of the emergence from the matrix of earth of the handiwork of her earlier offspring. The wet-nurses are those who classify all this and set it in its proper relation. The government is brought into play when it is sought to make clear the application of the "artifacts" to the life of their several creators, in groups rather than individually.

Each of these three classes boasts its own importance and superiority; it is rare indeed that a single man makes a great advance in more than one of the categories. One ventures to think that it is the first class that could be most readily dispensed with, while archaeological research would still go on. In point of mass, it must be granted that probably twenty times the material that has been discovered through systematic excavation in classical lands has been found through accident or "unauthorized" digging. And the best finds are not al-

ways those that emanate from the excavation. Much of the summer of 1931 I spent at Athens observing the beginning of the great campaign in the Agora. The work was carried on at great expense and with wholly satisfactory results. But the real Athenian discoveries of the year—a marble head, a fine copy of the Athena Parthenos, and a sixth-century seated figure—came about by virtue of purely accidental digging.

I should be the last to make light of scientific investigation on classical sites as opposed to the tomb-robbing and bak-sheesh-seeking methods of the peasants. The well-organized excavation is a delight

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## HORACE, CARM. I, 34

By ALBERTA ROBISON  
Los Angeles, Cal.

Not wise was I, but blind, when I allowed  
Myself to stray from worship. I assumed  
The gods outmoded. He who through  
the cloud

Erstwhile his way with flashing lightning  
fumed,

Heaving his thunderous sighs in proper  
course,

Has lately made his mighty voice to sound  
Forth from a clear sky with majestic  
force,

Such force as shakes the wide creation  
'round,

And is indeed the voice of God, the God  
Whose power is universal, whose wide  
pale

Extends to that far pole where never trod  
The foot of man, and to the distant vale  
Beneath the earth. He can unthrone a  
king.

And fill a humble heart with carolling.

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to behold, and a still greater one in which to take an active part. Its chief merit, as we view the results of the "dig," is the determination of a more or less definite "context"—the relation vertically and horizontally of one find to another, so that a clear system of chronology may be established between them. Unhappily, the complete attainment of this desideratum is impossible except in the completely undisturbed site, a phenomenon that does not exist.

Furthermore, the importance of the observation of archaeological contexts, except for little-known periods and cultures, may be easily exaggerated. If, e.g., we find in what is presumed to be a mid-fifth-century stratum in Greece, a coin, a vase, and a statue, we establish their dates individually on the strength of our ascertained knowledge of style, not on any collective principle. In other words, as we deal with well-known periods of anti-

quity, we employ many criteria laboriously built up, and are no longer dependent on relativity of position among the artifacts. Even when we are handling architectural remains previously unknown, we are now by no means completely dependent, as we once were, on the evidence afforded by such material as sherds and coins scattered amidst or under the ruins.

A visit paid by a travelling student of archaeology to a modern site that is being excavated is usually an experience not entirely happy. He is welcome as long as his attitude towards the finds is disinterested and, one may almost say, uninterested. But as soon as he begins to manifest a certain degree of admiration for a special object, particularly if he seeks to obtain a photographic reproduction of it, he immediately becomes suspect. He begins to hear murmurs touching the matter of "publication rights," and if he is not fortunate enough speedily to make good his case the legal aspect of the situation may be mentioned. The material found is the "property" of the excavator and must be considered as sacrosanct until that far-distant day when the "official publication" will ultimately be released. The unauthorized camera is taboo in the excavation site; at some stations, the workmen, the diggers, have their orders to shout "Photography forbidden!" at any stranger who threatens to bring his photographic apparatus into play. Unluckily, the speed of operation of the "candid" camera or the far-sightedness of the telescopic lens often frustrates any action that may be contemplated.

Within the archaeological museum, these unhappy conditions differ from those current on the site in degree rather than in kind. The indiscriminate use of the camera is prohibited. But this is perhaps just as well for the public peace; otherwise, the serious student would constantly have to encounter the smiling group being photographed while clustered familiarly about the famous statue or other work of art. But in many institutions in this country and abroad one is obliged to pay, for a respectable print of any exhibit, from three to six times its actual value, or else he will have to content himself with the cheap but usually worthless picture post-card that is sold at the entrance. And if the picture is to be reproduced in an article or book, the scholar is generally saddled with the necessity—it is seldom left as a voluntary or optional act—of making "grateful acknowledgement" for the privilege of reproducing a monument that has been known, it may be, for generations, perhaps for centuries.

The pettiness of this academic jealousy would be a thing ridiculous were it less pitiful. It commenced its unhallowed course some generations ago as a result of international rivalry in scholarship. More

## THE CLASSICAL OUTLOOK

## CONTINUING LATIN NOTES

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recently it has painfully narrowed its sphere. It is sadly reminiscent of the attitude of the petulant child who warns his playmate: "You may look at my toys if you first promise not to touch them."

The publication of the material found in a given excavation is usually fraught with vexation to the waiting public. The learned journal receives a brief and, of necessity, inadequately illustrated account of the discoveries. There is often a preliminary publication, in book form, which suffers normally from a plethora of explanation and a minimum of pictured representation. The final publication may be long delayed. It appears, after the lapse of several years, as a ponderous tome, more likely a series of tomes, overloaded with obvious and unnecessary detail and still lacking in anything approaching an ideal supply of illustration. The Germans established the form and style in the nineteenth century, and we have followed, with complete and abject servility, in their footsteps ever since.

The expense of publication is not infrequently staggering. A few years ago, an eminent excavator published a number of hill-side tombs that he had excavated a good many years before. The type was abundantly known and elaborately published previously. The graves in question were those of commonplace, middle-class folk whose chief ambition, in death as well as presumably in life, was the preservation of absolute uniformity. These abodes of the dead, alike in their shape and contents, conform to what we learn from the traditional auctioneer's drone: "When you see one, you see the lot." Yet the excavator described each of them with the same degree of care that one might devote to the portrayal of a *rara avis*. The work was a model of scholarly elucidation. All that was new in it could have been comprised in a ten-page article. It filled two heavy volumes; the price was \$45.

It is little wonder, then, that many are thankful, and profoundly so, that all

this has come to an end in so far as classical sites are concerned. Not only has the flow of material ceased, but we have reached a season of stock-taking, and find that it is not unlikely that the archaeological method may be vastly improved in the years to come. To return to our earlier figure of language, we could dispense with—at a pinch—the services of our midwife; to eliminate the nurse and governess would be to abandon the science wholly. In the estimation of *hoi polloi*, archaeology is nothing but a succession of exciting discoveries, and too often the young student is attracted to it through this romantic and thrilling aspect of the study, only to become cold and indifferent when the stimulus is ultimately withdrawn. Within the past month I have heard of a young lady, who had until recently been engaged in work in Greece, now grieving like Achilles in his tent and refusing to be comforted. Seemingly the spade is mightier than the pen!

In the New Europe—perhaps the New World—which, we confidently hope, lies not too far in the offing, we shall see much of this changed. Knowledge will come to be regarded as a thing not to be hoarded or hidden under a bushel. The field-archaeologist, grateful to the fates for having made his discovery possible, will release it immediately for the edification of universal scholarship.

How will the chief amelioration be achieved? Obviously, the greatest obstacle that today lies in the road of archaeological research is deficiency of illustration. We possess hundreds of thousands of relics of the ancient world a majority of which have never been seen in half-tone or photogravure. No great university library is complete in those already published, and, as we have noted, the archaeological publication is notoriously expensive.

But photography will solve the scholar's problem—and that, too, cheaply and adequately. We are gradually awakening

to the possibilities that are inherent in the micro-film. Already it is providing, at amazingly low expense, useful reproductions of rare books and of learned articles not easy of access. For archaeological purposes we shall employ, of course, the color-film, the 35 mm. variety.

We shall photograph every single object that antiquity has yielded. With each statue, coin, vase, architectural member, seal, figurine, etc., will be photographed a centimeter-stick to provide an immediate and accurate scale, also a number preceded by identifying letters. U.S.A., B.F.A.s 379 would indicate a certain piece of sculpture in the Boston Museum of Fine Arts. Every museum will furnish colored films of every work that it contains, and private collections will follow suit. Excavation directors will be expected or obliged to disseminate films of this sort as rapidly as discoveries are made. The detailed, wearisome description will be relegated to the past.

The collection of films will thus serve as a universal corpus of the productions of antiquity, brought up to date monthly or perhaps weekly. In view of the rapid cheapening of process, we may surmise that a single picture will cost less than a cent. Hence, the scholar of moderate means will be enabled to store in a corner of his study more illustrations than a large library can today provide. With his projector and screen he will be able, with nearly the speed of thought, to produce before him any object which he desires to inspect. It will be at all points like unto the original—unto the proper adjustment of distance, even as to dimensions.

With this provision for the service of the individual scholar, the old-fashioned, detail-by-detail publication which was rendered essential largely through inadequate illustration will disappear. The expensive practice of embellishing archaeological works with half-tones will become a thing of the past so far, at least, as the highly specialized treatise is concerned; for each archaeologist will possess his own fund of illustrations, purchased, we hope, at the rate of 10,000 per \$100 of outlay. This will be, in addition to other benefits, a considerable saving of time and energy. The pursuit of illustrations through perhaps a score of volumes is not only time-devouring but wearying to the nervous system.

Under the circumstances arising from this new system, we may confidently expect that archaeological research will be made to flourish and abound.



In an article in the October, 1941, issue of the magazine *Threshold*, Mrs. F. D. Roosevelt advises college students to study Latin.

## SOME ANCIENT FLOOR SHOWS

A Portion of a Paper

By JACOB HAMMER  
Hunter College

ACROBATS, JUGGLERS, and performers of various kinds and of both sexes were a common sight in antiquity. Their reputation was as bad as that of their confreres of a few decades ago. Actually some ancient writers refer to them as birds of the country, the foulest brood of the city, appearing everywhere and putting up their booths where foolish people willing to be deceived and entertained could be found.

Our sources of information on them are threefold: literary sources, both pagan and Christian; inscriptions; and paintings on vases and on walls, especially those at Pompeii.

As early as Homer we find evidence that acrobatic tricks of some kind were known. A dance-floor forms a part of the ornamentation of Achilles' shield, wrought by Hephaestus. On this dance-floor boys and girls are dancing. "A great company," says Homer, "stood around the lovely dance, taking joy therein; and two tumblers whirled up and down through the midst of them as leaders in the dance." These were probably professional posturers or tumblers who went through some kind of tumbling to which the boys and girls danced as a sort of accompaniment. Furthermore, Cretan and Mycenaean wall-paintings testify to the fact that somersaulting was practiced. The "handstand" on galloping bulls was pretty well known.

Rope-dancers, however, were favorites of the public. In both Greek and Latin the actual term is not "rope-dancer," but "rope-walker," *funambulus*, or *schoenobates*, or *funirepus*. On Pompeian wall-paintings scenes of rope-dancing are not uncommon; and many authors attest to its popularity. Terence, for example, in the prologue to his *Mother-in-Law*, complains that its first presentation was interrupted by a performance of rope-dancers. Horace (*Epist.* 2, 1, 210) refers to rope-dancing proverbially, for anything that involves danger; Manilius (5, 651) states that rope-dancers sell their "ingenium periclo;" and Epictetus (3, 12, 1) speaks of rope-dancing as not merely hard, but dangerous. Seneca (*De Ira* 2, 12, 4) and Juvenal (14, 272) speak with sympathy of the rope-dancers as men treading on an uncertain support, risking their lives to gain their bread and keep off cold, thus gaining a small reward for their zeal. A poem of the Latin Anthology mentions a *funambulus* "cui latior erat planta quam semita." Symphosius, an early fifth-century writer, who composed a book of enigmas, devotes one to a rope-dancer: "Between heaven that brings the light and the earth that lies below,

through mid-air by learned art the way-farer goes. But the path is narrow, and does not suffice the feet themselves."

But mere rope-dancing would not have been popular or interesting. From the art representations it is clear that while walking on the rope the performers played musical instruments, dressed and undressed, filled one vessel from another, engaged in acrobatic tricks, pretended to hurry and bustle, even to fall on the rope. Especially applauded was the trick in which the performer pretended to make a false step, and to stumble (*iam iumque casuri videntur*, Pliny, *Letters*, 9, 26, 3). There is evidence that rope-dancers walked on stilts on the rope, and carried heavy burdens from one end to another.

But what happened in case of accident? During the time of Marcus Aurelius a

## ROME SCHOLARSHIPS

OWING TO WORLD conditions, the American Academy in Rome will award no fellowships next spring for European travel and study; but in order to continue its policy of aiding and stimulating classical scholarship, the Academy will conduct in 1942 a special competition for three prize scholarships in classical studies, for study and research at an American university. The term of each scholarship will be the academic year 1942-1943, and the stipend will be \$1000.

The regular procedure for the annual fellowship competitions will be followed so far as is practicable. The competitions are open to unmarried citizens of the United States who are under thirty-one years of age. Applications must reach the Academy office by Feb. 1, 1942.

Circulars of information and application forms may be obtained from the Executive Secretary, Roscoe Guernsey. The address is American Academy in Rome, 101 Park Ave., New York City.

kind of mattress was placed under the rope, at the express wish of the emperor, who had witnessed an accident. This safety measure became a rule later, and even safety nets were introduced. Whether balancing poles were employed in antiquity is very hard to say. A coin of Cyzicus shows two *funambuli*, each holding a stick in his hand; it is possible that these were balancing poles.

Petronius (53) and Philostratus (*Vit. Apoll.* 2, 28) describe performances of *petauristarii*. During a luxurious banquet, described by Philostratus, a boy, like a theatrical dancer, leaped up in a light som-

ersault, and at the same moment a javelin was aimed at him, up in the air. When he was a long way from the ground the boy would, by a tumbler's leap, raise himself above the weapon, and if he missed his leap he was sure to be hit. For the archer, before he discharged his weapon, went around among the diners, and showed them the point of his weapon, and let them try the missile themselves. Another man would take a sling and, aiming within a hair's breadth, would shoot at his own son, and pick out his figure with the missiles as he stood against a board. We have here a combination performance of a trapeze artist and what may be called an ancient William Tell act.

We hear also of artists who used some kind of machine called *petaurum*, which may have been a spring-board or trapeze, or most likely a seesaw, by the aid of which the acrobats (*petauristae*) jumped off or were shot up into the air. Manilius (5, 439) mentions two acrobats, alternately going up into the air and coming down; but this was not all, for each of them had to pass through burning hoops and flames. Suetonius (*Nero*, 12) describes an act, probably performed by a *petaurista* (or *petauristes*) who played Icarus. He fell, at his first attempt, near the imperial box, bespattering Nero with his blood.

Another magnificent act is described by Claudian (*Cons. Manl.* 320-324), during which acrobats hurled themselves like birds through the air and with their entwining bodies formed a pyramid. To the top of this pyramid rushed a boy fastened by a thong, who, attached there by his leg, executed a step-dance suspended in the air.

The *neurobata* is described as a performer walking in his buskins "on the wind." Apparently he walked on a rope so thin that he appeared to be walking in the air. The *toichobates*, or wall-climber, used climbing irons, attached to his legs with straps. Such wall-climbers performed in the Circus, and when forced to elude a bear, for example, ran up a wall. Plautus, in his comedy *The Little Carthaginian*, mentions the *grallator*, the runner on stilts. Equilibrists, too, must not be forgotten. Children often performed tricks on the tops of poles which the equilibrists balanced on their heads. Martial (5, 12) mentions a certain Masclion who proudly balanced on his brow a pole supporting a tottering weight, and a Ninus who lifted seven or eight boys. The latter was a "strong man." Pliny the Elder mentions a certain Athanatus who walked across the stage wearing a leaden breastplate of five hundred pounds, while shod with buskins of a similar weight. He further mentions, on the authority of Varro, a certain Salvius who mounted a ladder with very heavy weights attached to his hands, feet, and shoulders; and a

certain Rusticellius, nicknamed "Hercules," capable of lifting his own mule; and a centurion Valens, who could hold up a wagon filled with casks until they were emptied.

"Ground-floor acrobats" enjoyed great popularity among the Greeks and Romans. Xenophon gives us a fine description of a group of jugglers who gave a performance at the house of the rich Athenian Callias, at which Socrates was present (*Symp.* ii ff.). The performance consisted of seven numbers, among them rhythmic juggling of hoops, dances and somersaults over and among upright swords, writing on a whirling potter's wheel, and pantomimic and acrobatic dancing.

Both male and female jugglers performed other tricks, too. While standing on their hands, they would discharge arrows, jump forwards and backwards over upturned swords, and fill vessels by using their hands and feet. Athenaeus mentions (iv, 129 d) a female juggler who does tumbling acts among swords, while blowing fire from her mouth.

The Latin term for "juggler" was *ventilator*. From Xenophon's description we know that jugglers often used hoops. Sometimes, however, balls were used; and a "ball catcher" was called *pilicrepus* or *piliarius*. We know of some *piliarii* who were able to handle several balls at the same time, with considerable skill. Quintilian (10, 7, 11) mentions the *ventilator* and the *piliarius* in the same breath, and admires their almost miraculous tricks. Such is their skill, he says, that spectators can hardly help believing that the objects which they throw into the air come back of their own accord, or run where they are bidden.

Nowadays jugglers often use plates. Martial (9, 38) tells us of a certain Agathinus who juggled with amazing skill, using a *parmula*, or small shield, which would be similar to a plate. Alciphron mentions a young Ionian girl who threw balls in the air and juggled with burning torches. Others threw little balls made of dough at needles, and hit the mark every time.

Another group of jugglers, called *circulatores*, were itinerant sword and nail-swallowers. Apuleius (1, 4) and Pliny (*Letters* 4, 7, 6) speak of these performers. Similar feats may be seen even today. As a matter of fact the "swallower" does not swallow the sword, but introduces the weapon vertically. That the trick requires a great deal of self-control and training goes without saying. To the same general group belong "fire-eaters," who do not actually swallow fire, but blow it out.

This reminds us of the "magician," the *praestigiator* or *praestigatrix*. Some magicians could make fire burn spontaneously, and could put burning coals on a piece of cloth without damaging it. Others

caused objects to disappear. Alciphron tells a story of an itinerant conjurer who appeared before an audience of rustics, and set up a three-legged stool. On the stool he put three small plates, and concealed under them three small stones. In a moment he showed them all under the same plate; then he made them disappear, and took them from his mouth. He then swallowed them, and, approaching three spectators, took one stone from a spectator's nose, another from a spectator's ear; and the third from a spectator's head. Athenaeus (1, 20 a) mentions a conjurer who tied bladders containing wine and milk under his belt, and then squeezed them, pretending that he drew the liquids from his mouth.

Imitators of animal noises—of chickens, bulls, horses—were popular. Phaedrus (*Fables* 5, 5) tells of a buffoon who could imitate the squeals of a pig so masterfully that when a rustic brought a real pig to the theater, hidden in his tunic, and pinched it to make it squeal, the public decided in favor of the buffoon as the one who had given a much better imitation! By producing the real pig the rustic put them to shame. Plutarch (*How to Study Poetry*, 18, b-c) tells a similar story, and also mentions a certain Theodorus who could imitate a windlass. Pliny the Elder speaks of persons capable of reproducing the nightingale's song "by putting water into reeds and breathing into the holes, or by applying some slight check with the tongue" (10, 84). Others imitated human beings—muleteers, mountebanks, flute-players, wrestlers, boxers, barbers. Ventriloquists, too, were much applauded, especially those who could imitate several persons. Those, however, who could pretend that they spoke the language of ghosts, and who dabbled in necromancy, made the finest living.

Other entertainers were the buffoons, jesters, musicians, and dancers, all of whom did their best to add zest to dinners. Some were domestic slaves trained for the purpose.

Not all the Romans and Greeks enjoyed the entertainers; and Pliny, for one (*Letters* 9, 17), admits that buffoons and wanton dancers do not amuse him. Generally speaking, the Greeks and Romans, especially the latter, considered all these occupations disreputable, though individual performers were held in high esteem by particular Greeks and Romans, and some were even honored with statues. The Romans regarded all these professions as *artes ludicae*, and therefore unworthy of a gentleman (cf. Cicero, *Off.* 1, 42). Furthermore, at Rome the performers were uniformly foreigners—Greeks, Syrians, Egyptians, Numidians, Ethiopians—and slaves. Their income from the art of amusement was considered a *sordidus quaestus*. Theirs, indeed, was not an easy life!

## VOX MAGISTRI

This department is designed as a clearing-house of ideas for classroom teachers. Teachers of Latin and Greek are invited to send in any ideas, suggestions, or teaching devices which they have found to be helpful.

### "LET'S USE LATIN"

Miss Irene Mate Campbell, of Jefferson High School, Portland, Oregon, writes:

"Why don't we have a national campaign with the slogan, 'Let's Use Latin'? Can't every teacher of Latin in the secondary schools start her classes with the question, 'Did you use your Latin today? How?'"

### A MYTHOLOGY PROJECT

Miss Marguerite Pohle, of Bosse High School, Evansville, Indiana, writes:

"To correlate our Greek and Roman mythology work with every-day life, we asked each pupil to draw cartoons, involving the gods in present-day situations. For those who had little skill in drawing, stick figures were advised. The cartoons proved very interesting. A large one had a map of the United States and Great Britain, with Mercury flying between, bearing gifts. Vulcan working at his forge, by night, was captioned 'Vulcan Works Overtime on 'Planes for Britain.' The cartoons are good material to offer to the school paper; even the local newspaper might be persuaded to use some of them."

### "\$64 FOR KNOWING LATIN"

Miss Grace Begle, of New York City, writes:

"In the 'Take It or Leave It' radio program, she was about to receive the last amount, sixty-four dollars; but it had to go to the jack-pot, for she missed on the plural of *gladiolus*!"

### A GREEK BREAKFAST

Sister M. Bede, of the College of Saint Teresa, Winona, Minnesota, writes:

"A project worked out by the Classical Club of the College of Saint Teresa last spring centered about a Greek breakfast. Students dressed in the costume of modern Evzones conducted guests to their places at a long table decorated with green borders in the meander pattern. Between the meander borders objects of classical interest were placed, among them miniature statues of Aphrodite, Apollo, and Artemis. Place cards in palmette design extended a Greek welcome. The breakfast menu made use only of foods known to the Greeks: rolls, 'wine' (fruit juices), nuts, dates, honey, sweet cakes, and fruit. The program which followed included the chanting of the 'Our Father' in Greek; a chorus from a comedy of Aristophanes; a dance suggesting poses seen in Greek art; and several short talks on the participation of Greece in international affairs today. This unique breakfast ended with the singing

of the *Hymn to Apollo*, with the ancient music." Sister M. Bede has presented the American Classical League with a photograph of the breakfast.

#### A PLEA FOR SPOKEN LATIN

Profesor S. M. Stephenson, of St. Joseph's College, Collegeville, Indiana, writes:

"Scientiae quidem et vigere et coli et florere in quacumque lingua possunt, at lingua Latina, sicut et quaelibet alia lingua, sine viva sua voce vivere nequit ullo modo. Si tamen ea uti voluerimus, viva eius vox mutuanda est ex illis congregationibus cultis quae inde a Caesarum tempore eam usque ad praesentem diem in usu habebant: quoniam nulla lingua addisci potest nisi audiendo ea bene loquentes. Quocumque alio modo tractantes quamlibet alienam linguam non colimus, sed enecamus eam, sicut pulcherrimi floris rhododendron, cum eam colere sine eius propria humo vulcanica voluerimus.

"Ideoque, ut lingua Latina in sublimem suam eleveatur dignitatem, summe necessarium est ut in quadam praestanti Universitate Scientiarum cathedra erigatur docendi Latinum Latine cum professore qui volubiliter classica Latinitate loquatur etiam de rebus modernissimis. Sic enim ambitiosi iuniores linguae Latinae magistri, postquam audiendo et loquendo addidicerint uti hac lingua, ea loquendo valebunt allicere, delectare et, ut ita dixerim, etiam voluptate perfundere iuvenes cupidos addiscendi alienas linguas classicas."

#### FOR GOOD WILL

Miss Florence J. Lucasse, of Central High School, Fort Wayne, Indiana, sends in a copy of "Fragmenta," a little paper which is published annually by the foreign language department. Complimentary copies of this issue were distributed among many grade school pupils and non-Latin students in high school to interest them in foreign language study. The paper contains a cartoon, articles about Roman life written by students, testimonials to the value of Latin written by prominent people of the community, articles on word study written by students, Latin jokes and stories, and an account of the doings of the Latin Club. A special feature is an "inquiring reporter" column, with representative students' replies to the question, "Of what value has Latin been to you?"

#### ENGLISH TEACHERS AND LATIN

Mr. George A. Land, of the Newton High School, Newtonville, Mass., writes:

"Certain classicists seem inclined to criticise teachers of English on the ground that they do not know any Latin. I have no sympathy with such criticism, for in our school, and I believe in other schools, too, the Latin department gets sincere support from the English department, and also from other departments.

"Recently in our school the question was raised as to the extent of the classical training of the teachers of English. The

head of the department canvassed the teachers of English and discovered that of the eighteen full-time teachers *every one* had studied Latin, and some had studied Greek. The average time spent in the study of Latin was five and a half years. Of seven part-time teachers of English, teachers who really belonged to other departments, only two had never studied Latin, and one of these had had three years of Greek. When he asked further whether they had found this training to be of any use, almost every one of the teachers had opinions to express. Some of them were: 'I couldn't teach English poets without Vergil;' 'Latin is most useful to me;' 'Several of us have taught Latin;' 'Latin is more useful to me than any course I had in English;' 'It gave me all my knowledge of syntax;' 'It is excellent for vocabulary building;' 'It repeatedly pops up in class;' 'It is useful for mythological and other allusions;' 'It is invaluable;' 'It is most essential;' 'It gives the right background;' 'Sorry I didn't have more.'"

#### 'OPEN SESAME'

Mr. William J. Gannon, of Mission High School, San Francisco, Cal., has prepared a short article showing how Latin is the "Open Sesame" to a better understanding of English and other languages. This article, written for local high schools, was published in college campus journals for the guidance of college students also. Mr. Gannon stresses the fact that Latin demands intense application, which sharpens the mind to a clearer comprehension of the fundamentals of English; that the act of translating from Latin to English brings into play the orderly processes of the mind; that Latin is a key to all the Romance languages, etc.

### IS YOUR SCHOOL BEING EVALUATED?

By MILDRED DEAN

(NOTE: This was the last contribution to THE CLASSICAL OUTLOOK of Miss Mildred Dean, for many years Supervisor of Latin in Washington, D. C. Her death, on Aug. 16, 1941, was a great shock to her many friends in all parts of the country.)

THE CURRENT DISCUSSION of high schools is centering around the task of "evaluating" a high school as a whole, looking into the classrooms, inspecting the courses of study, mapping out the records and administrative methods. Teachers whose schools are passing or have passed through the process agree that it is an interesting and stimulating experience. As the practice of evaluating high schools seems to be spreading, it will be of interest to teachers of Latin to consider some of the items on the checklist headed "The Teacher's Plans and Activities," on page 157 of *Evaluative Criteria* (Washington, D.C.: Cooperative Study of Secondary School Standards, 1940).

This list is introduced with the words, "In the classroom the teacher . . ." and consists of seventeen different things the good teacher presumably does. As might be expected, these teacher activities are stated in very general terms in order to be applicable to any subject, but none the less the teacher of Latin will find that every one of them has appropriateness for the Latin class. For example, the first item on the list is to the effect that the teacher "has definite procedures and objectives for a whole unit of learning and for each day's activities." Here a discussion of terms might prove profitable. The "unit of learning" is one topic on which we shall get mutual help if we express our meditations on the subject. The answer to the question, "What is a unit?" seemed easy in Latin when we could reply cheerfully, "The subjunctive is a unit." Or perhaps we selected a declension, or indirect discourse. But the word *unit* becomes more complicated when it is linked with *learning*; for we find that our colleagues are accepting a long-view definition of *learning*. "Learning has taken place only when some change is discoverable in a habit, an attitude, or a belief," they say. A *unit of learning*, then, would be marked by one or more such changes, e.g., the improvement in the English of a Latin student who understands thoroughly the relationships in a sentence so that he can decide between *I* and *me*, *he* and *him*, etc.: "They invited my sister and (I or me), but did not invite (he or him)." Anyone who unerringly selects the right case in such a sentence has mastered the most fundamental piece of sentence machinery in both Latin and English.

Let us have enlightenment on the term *learning*. Shall we adopt the simple and immediate solution that when a pupil can recite a rule or a tense or a declension he has *learned* it? Or shall we remove our measure to a greater distance and accept something as *learned* when the student has established the habit of using it unerringly after a lapse of time? Or shall we take the long-range definition of *learning*, namely that a pupil has *learned* something in Latin when he understands the principles and relationships involved so well that he applies them invariably and automatically in his own language and in other languages that he studies?

Other terms among the seventeen statements about the teacher and his activities and plans should also provoke discussion at educational meetings. *Problem-solving* needs clarification, and so does *desirable activities*. There are many more.

On the occasion of the annual meeting of the American Classical League, "Uncle Dudley" of The Boston Globe published on June 28, 1941, a fine editorial headed "Heirlooms in the Woodshed," which teachers of Latin would enjoy reading.

## ACTIVITIES OF THE JUNIOR CLASSICAL LEAGUE

By DOROTHY PARK LATTA  
Director, American Classical League Service Bureau

THE JUNIOR CLASSICAL LEAGUE was founded by the American Classical League five years ago to fill a felt need for a national organization for young students of the classics. The membership has grown from 500 members during its first year of existence to over 12,000 in 1940-41.

An annual request to the chapters of this national organization is sent out for a report of activities during the year. It is to be regretted that space precludes the inclusion of all the reports. The following activities show new ideas, new twists in doing old things or are a reminder of activities that perhaps should be tried again.

Interesting details of the organization of individual chapters have been reported in former articles in THE CLASSICAL OUTLOOK. The Nampa, Idaho, Senior High School chapter calls its members *plebs* until they have earned fifty points by reading books and pamphlets, by furnishing material for bulletin boards, by participating in programs or by being elected to office. When they have earned 100 points they become *patricii* and *senatores*. The Francis D. Raub Junior High School, Allentown, Pa., chapter gave their charter members the privilege of signing the charter which the American Classical League sends to each new chapter. This charter has been framed and hung in the classroom. This group also records its minutes on *volumina* which are kept in a *capsa* or *scrinium* (actually a container for knitting). Each *volumen* is tied with purple wool with a tag inscribed with the date of the meeting taken from the Roman calendar. Several other chapters keep scrapbooks of all interesting meetings and projects conducted by the chapter.

Ideas, new and old, for initiation in the chapters are always welcome. The West Junior High School, Waco, Texas, auctions the new members as slaves. New members are bought by old members and the money realized goes into the treasury to be used as entrance fees in the state and district Latin Tournaments. Last year at Wenatchee, Washington, a class which entered the Senior High School at midyear was invited to join the Junior Classical League. To vary the initiation it was decided to have a court of Neptune. A tribune presented the candidates to the Pontifex Maximus who referred them to the inspection of the court of Neptune. Neptune and Amphitrite were seated on a high throne and Triton in a rainy weather costume used his horn to direct the proceedings. The initiation was an adaptation of the ceremony used on board a ship when travellers cross the equator. Triton awarded a christening certificate to each

student which was prepared by the art department, and each successful initiate was given the name of a finny member of Neptune's kingdom. This same chapter arranges the names of its members in order of their birthday. Each member receives a birthday card with a Latin greeting on it.

Many chapters continue the excellent practice of corresponding with other chapters over the country. This results in a lively exchange of ideas and in much mutual help. It is the hope of the American Classical League that this activity will grow since it results in a greater feeling of unity in the national organization, the Junior Classical League.

The names of the chapters which have given radio programs are too great in number to record here. But it is inspiring to see the practical use these groups are making of a medium which can bring knowledge of what the study of Latin means to

each member could bring a student who was not taking Latin. A committee from this group also visited the grade schools and junior high schools. The Port Arthur, Texas, chapter sponsors an open Forum, which meets at stated intervals after school to discuss current school problems. Four outstanding speakers present individual phases of a topic in its relation not only to foreign language but to all subjects.

The presentation of a Roman banquet is usually one of the major projects of the year. The Speedway, Indiana, chapter of the Junior Classical League conducted a contest based upon a knowledge of Latin mottoes. The winner of this contest was announced at the banquet and received a gold medal. In Gilman, Illinois, a part of the entertainment was a puppet show giving a Latin version of "Beauty and the Beast." The Bainbridge Central High School, Bainbridge, New York, had each guest at the banquet come in the character of a famous Roman who, during the course of the meal, explained why he considered his fame well-deserved.

Many chapters report that Junior Classical League members have entered local and state contests and Latin Tournaments. Many groups provide the funds which are necessary for entrance fees to these events and the entrants have more than justified such a chapter expenditure by winning high places in these contests.

Many chapters cooperate with other departments or with each other on worthwhile projects. At Chester, West Virginia, the group with the Camera Club is raising money to purchase a lantern for showing slides. This will benefit the entire school. The chapter at Cunningham, Kansas, had a Roman wedding to which they invited a home economics class which was studying historical costumes at that time. The Senior and Junior High School groups in Warren, Pa., cooperated with each other in the production of the Christmas and Easter issues of the Latin paper, in the conducting of an open meeting for parents and friends, and in the Saturnalia program. At Elkhart, Indiana, the Mythology Club and the Junior Classical League were affiliated in many activities. The chapter at Little Rock, Arkansas helped as a group to make Book Week a success in the school.

Projects in varying forms are sponsored by Junior Classical League chapters. The Beaty Junior High School, Warren, Pa., spent fifteen minutes during several club periods learning the Greek alphabet, and a few Greek words and sentences along with a study of the geography and history of Greece and Rome. At Port Allegany, Pa., the chapter constructed a file for a large display of Roman pictures for the classroom. Ossining, New York, held an open meeting at which an exhibit of articles from abroad of interest to the chapter and its friends was displayed.

### AN ANCIENT RIP VAN WINKLE

QUAM EQUIDEM et in Gnosio Epimenide simili modo accipio, puerum aestu et itinere fessum in specu septem et quinquaginta dormisse annis, rerum faciem mutationemque mirantem velut postero die experrectum, hinc pari numero dierum senio ingruente, ut tamen in septimum et quinquagesimum atque centesimum vitae duraret annum.—Pliny, *Hist. Nat.* VII, 52.

the world today. Many schools now have a public address system in the building which is used for programs. Junior Classical League chapters have made good use of this means of communicating with other students.

From the founding of the Junior Classical League by the American Classical League one of its main purposes has been to interest other students in the study of Latin. It is gratifying to find many chapters continuing and expanding this activity. The Central High School, Alpena, Michigan, group presented programs on the value of the study of Latin to eighth grade students who were selecting courses for the following year. Opinions of local representatives of business and professional people on the value of Latin were gathered by members of the chapter, micrographed, and distributed to the prospective students. Members of the Forest Avenue High School, Dallas, Texas, group wrote letters to their own grade schools telling how much they enjoyed Latin. Each member undertook to find at least one new pupil for the Latin class. The Waco, Texas, chapter had a Christmas party to which

In connection with a display of soap carvings, the Greenville, Texas, chapter showed a film called "Popular Sculpture" produced by the Castle Films. The small statues made by the students were displayed effectively in shadow boxes. At Thanksgiving time the Pierson, Iowa, chapter gave a tea for their mothers at which Ceres was honored. The invitations were in the form of horns of plenty on which the invitation in Latin was written. This same group made book marks which had appropriate quotations in Latin printed neatly on them.

The Junior Classical League chapter at Central High School, Minneapolis, Minnesota, had a statue of Minerva repaired and repainted by an art student and a new base prepared by the Manual Arts Department. The chapter presided at the ceremony of replacing the statue on its new base and placed there a set of papers on Latin prose from 1917 found in her old base and two new poems composed by the Vergil class. Many chapters continue to take weekly care of the bulletin board, buy books for the department, new pictures, completely renovate classrooms, and give prizes or medals to outstanding graduating students. All of these activities are worthy of emulation by other groups.

Programs and parties for special occasions continue to bring forth good ideas. At a Saturnalia program the Gainesville, Florida, chapter gave *sigilla* in the form of gingerbread men as prizes. At Sterling, Illinois, the gifts for the Christmas party were brought in individual paper sacks. The students sat in a circle and passed the bags while music was played. When the music stopped each one opened his sack and if he liked what he found, he dropped out of the circle. This procedure was continued until all were satisfied. For a Valentine Day party given by the Cunningham, Kansas, Junior Classical League, a fortune telling game was played by printing Latin words on a large, red heart pinned to the wall. The guests were blindfolded and given an arrow to stab the heart; the portion touched showed their fortunes. Refreshments included chocolate hearts lettered with the Roman names chosen by each member. At Welch, West Virginia, the chapter worked up a "quiz" program to be broadcast from "Station SPQR." Questions were phrased so that those in the audience who were not taking Latin could answer some from general knowledge. The program was given in March and was dedicated to Julius Caesar since the first set of questions centered about him. The six contestants were in Roman costume and the winners were awarded gold pieces (bright, new pennies).

The Winthrop, Mass., chapter gave a program called Animated Stars in which the portrayal of the important constellations was given by drills and tableaux. One reader explained each constellation and a second told the myth concerning it. In

the Hamburg, New York, branch of the Junior Classical League the currency of the United States with its mottoes and symbols, the great seal of the United States, and also the mottoes of states and countries, were discussed.

The Good Counsel High School, Chicago, Illinois, chapter gave a dramatization of Pandora's Box. They used a trunk filled with some confetti, which was blown out by a small electric fan. So the Troubles and Cares really flew out! At Tonawanda, New York, the chapter gave a huge Roman funeral, keeping to the Roman customs as much as possible. This program had the virtue of using nearly everyone in the department and was a good program for the month of March. In a program given at St. Joseph's Academy, Portland, Maine, freshmen impersonating the thirteen original colonies gave the name of the colony, its Latin motto and the translation. The sophomores did the same for the rest of the states. In this same program there was a duet in Latin, "Where Are You Going, My Pretty Maid?" and a Dance of the Muses with each muse carrying some appropriate identifying symbol. Perhaps other chapters will be interested in a "yell" which the Central High School, Paterson, N. J., chapter has evolved:

Tui, tibi, te, te;

Sui, sibi, se, se;

Hurrah! Hooray!

For the J.C.L. of the U.S.A!

The Wm. A. Wirt High School, Gary, Indiana, chapter sponsored a Lake County Latin Conference this past year. This is a meeting of representatives from all county schools which expects to meet every year. Very attractive announcements were sent out and the meeting itself included exhibits, discussion groups led by students, a teachers' round table, luncheon, speeches, a play, and a tea dance.

Two thriving and enthusiastic state Junior Classical League organizations were founded during this past year. This is a movement suggested by the American Classical League several years ago and it is a source of great satisfaction that two such organizations have been started. In Texas a preliminary meeting was sponsored by the Waco High School chapter. At this meeting the forming of a state organization was discussed and temporary officers were elected. In June an enthusiastic three-day convention was held at the University of Texas, Austin. At this meeting officers were elected, six suggestions for a program of work were discussed, interesting talks were given, conferences were held, sightseeing trips were arranged, etc. In North Carolina delegates from Junior Classical League chapters were invited by Montreat College to a conference and program at which a state organization was formed and plans laid for work during this next year. More complete details of these organizations and the methods of

preparation involved will be sent by the Service Bureau to any chapter interested for five cents to cover the mailing costs.

The Junior Classical League is made up of a large and enthusiastic band of chapters. Feliciter!



## DEMOSTHENES AND THE WORLD TODAY

By HENRY C. MONTGOMERY  
Miami University, Oxford, Ohio

WHETHER HISTORY repeats itself or not is a moot question. Usually it is taken for granted that situations are repeated. Certain episodes in Greek history have seemed particularly appropriate to contemporary historians as analogous to current situations.

A few years ago Archibald Macleish let the words of Thucydides describe the probable preliminary to the invasion of Czechoslovakia ("Thucydides in Prague," *The Nation*, October 8, 1938, 354 ff.). Mr. Macleish used a condensed version, with only a few deletions, of Thucydides' account of the conference between the Athenians and Melians during the Peloponnesian War in the year 416 B.C. (Thucydides, Jowett translation, V, 85-112). By substituting Czechs for Melians, Nazis for Athenians, British for Lacedaemonians, a striking, although conjectural, analogy was effected.

More recently the question of isolation or intervention has brought forth a review of the Athenian-Macedonian struggle. Professor Hans Kohn ("Education for the Coming Era," in *Not By Arms Alone*, Harvard University Press, 1940, 127-138) quotes from Demosthenes (Loeb Classical Library edition, J. H. Vince editor, pp. 13, 197, 199, 229, 295, 423) to show the potential dangers of isolation. "Change the names of places and of persons," says Professor Kohn (*op. cit.*, 127 ff.) "and these same words might have been said in England or France two years ago. With equal force they could, and should, have been said in the United States at least twelve months ago."

Professor Frederick H. Cramer ("Isolationism: A Case-History," *Journal of the History of Ideas*, October, 1940, 459-493) has amplified and richly annotated the incidents of the same historical episode. Adapting the device of Macleish, Professor Cramer designates Athens by A, Macedonia by M, Olynthus by O, and has a *dramatis personae* of Mr. D, an interventionist, Mr. A, an isolationist, and Mr. X, the dictatorial ruler of M. The key to these alphabetical symbols is given in the footnotes at the end of the article. Selections are taken from various speeches of Demosthenes, particularly from *Philippics* I, II, III, *Olynthiacs* I, II, III, *For the Liberty of the Rhodians* and from *On the Embassy* and *Against Timarchus*.

by Aeschines. Another and similar article by Professor Cramer ("Demosthenes Redivivus," *Foreign Affairs*, April, 1941, 530-550) was published subsequently, but with no concealment of identities and without specific annotations.

Classicists may well feel proud that not only the situations but the very words from ancient Greece are weighted with historical significance. The articles under discussion are no doubt worth reading, but the speeches of Demosthenes can be read with even more profit. Yet we must observe that historical incidents can be twisted to suit the bias of the reader. Athens, according to Mr. Macleish, is the villain of the piece; to Professors Kohn and Cramer Athens is the defender of democracy. This in itself is not derogatory to the integrity of historians, for a historian without bias is not, in the opinion of this writer, worth reading. But it may well serve as a warning that ancient history is subject to varied interpretation.

## BOOK NOTES

Note: Books reviewed here are not sold by the American Classical League. Persons interested in them should communicate directly with the publishers. Only books already published, and only books which have been sent in specifically for review, are mentioned in this department.

**Liber Latinus.** By Tulie Spreight. Privately printed, 1940. Pp. 48. \$1.00. Address the author at 1005 Elm Ave., Takoma Park, Maryland.

This booklet is to be described as a collection of drawings with accompanying Latin captions and descriptive sentences, rather than as a Latin book in the commonly accepted meaning of that term. The booklet contains more than a hundred pictures in black and white, many of them filling almost the entire 8½ by 11 page. A total of 93 different Latin words are used, only 40 of which are standard "first-year" words, and the grammatical forms and principles exemplified are very few. Even so, the material in the booklet would prove a valuable aid in objective presentation, and any of the separate pages would add interest to the classroom bulletin board.

—W. L. C.

**Syllabus and Laboratory Manual for the Study of English in the Light of Linguistic Science.** By J. Emory Hollingsworth. Pp. 66. \$1.00. Privately printed, 1941. Address the author at Washburn College, Topeka, Kansas.

This syllabus was compiled to meet the needs of college and university students working in the field of the science of language, and also as a guide to background reading for teachers of general language courses on the secondary school level. The material included and the plan of organization followed are the result of

several years' experience in teaching a two-semester course open to college juniors and seniors who were majoring in English or one of the foreign languages. The plan includes assigned readings, "exercises," and "term projects." The topics covered are: "Indo-European and Comparative Philology," "The Growth and Structure of English," "The Sounds of Language and the Written Record," and "The Nature and Living Processes of Language." The prospective purchaser of the book should note that it is not a textbook, and that it presupposes access to a fairly large number of reference books in the field of language.

—W. L. C.

**Son of Minos.** By David Cheney. Boston: Bruce Humphries, Inc., 1941. Pp. xvi+238. \$2.00.

*Son of Minos*, first published in 1930, reappears in 1941, equipped with a new preface and a lurid jacket. It is a story of Crete, and the burning of Cnossus; yet, oddly enough, some of the characters

## WHAT IS IT?

### Solution

The line should be read "Te tero, Roma, manu nuda"—"I annihilate you, Rome, with my bare hand."

fight along with the "Hellenes" at Troy, and, even more amazing, Homer himself is at Troy with them! The Cretans have a developed alphabet, the Etruscans are already in Italy, and Athena has a golden temple on the Acropolis at Athens. The Cretans swear by Greek gods, and Ariadne sighs with the Latin "Eheu!" The Lion Gate is moved to Tiryns. Helen lives in Hector's house. Apollo is "Sminthius;" there is both a Ge and a Geia, both a Minos-tauros and a Minotaur. To confound the reader still more, the book is written in a pseudo-archaic style which is sometimes ludicrous, but usually merely disturbing. To this reader, the story as a whole sounds like a college freshman's nightmare.

—L. B. L.

**Manetho.** With an English Translation by W. G. Waddell. Ptolemy, *Tetrabiblos*. Edited and translated into English by F. E. Robbins. Cambridge, Mass.: Harvard University Press; London: Wm. Heinemann, Ltd., 1940. Loeb Library. Pp. xxxii+256; xxiv+466. \$2.50.

A most interesting combination in one volume of the works of two famous Egyptians who wrote in Greek—Manetho the historian and antiquarian, Ptolemy the astronomer and astrologer. Much quaint information and obscure lore. The volume contains a colored map, and four plates.

—L. B. L.

**Minor Attic Orators, I.** With an English Translation by K. J. Maidment. Cambridge, Mass.: Harvard University Press; London: Wm. Heinemann, Ltd., 1941. Loeb Library. Pp. xiii+588. \$2.50.

Contains the "Prosecution of the Stepmother for Poisoning," the tetralogies, "On the Murder of Herodes," "On the Choreutes," and fragments of Antiphon; "On the Mysteries," "On His Return," "On Peace with Sparta," "Against Alcibiades," and fragments of Andocides. These glimpses of ancient cases are informative, and full of human interest.

—L. B. L.

**Dio Chrysostom, III.** With an English Translation by J. W. Cohoon and H. Lamar Crosby. Cambridge, Mass.: Harvard University Press; London: Wm. Heinemann, Ltd., 1940. Loeb Library. Pp. vii+482. \$2.50.

Contains the thirty-first through the thirty-sixth discourses—to the people of Rhodes, to the people of Alexandria, the first and second Tarsic discourses, the discourse delivered in Celaenae, and the one delivered in his native land. Curiously enough, some of the discourses of this rhetorician-philosopher-traveler, friend of Nerva and of Trajan, sound strikingly like the harangues in which European lecturers tell Americans what is wrong with them! Apparently the genre is an ancient one.

—L. B. L.

**Athenaeus, VII.** Translated by Charles B. Gulick. Cambridge, Mass.: Harvard University Press, 1941. Loeb Library. Pp. xii+581. \$2.50.

With this volume Professor Gulick's monumental edition of Athenaeus comes to a close. It includes Books XIV (653 b to the end) and XV, a list of "persons of the dialogue," and two fine indices, one Greek and one English, covering all seven volumes. The edition will be an invaluable source, for a long time to come, for students of all phases of Greek life.

—L. B. L.

**Ancient Libraries.** By James W. Thompson. Berkeley, Cal.: University of California Press, 1940. Pp. 120. \$2.00.

This is a readable and useful little treatise, with vexed problems and bibliography relegated to notes at the end of the volume. The four chapters deal, respectively, with libraries of the ancient East, of Greece, and of Rome, and with "various technical matters." There is also a "glossary of Latin words" (many of which are Greek). There are only three illustrations, but there is an interesting reproduction of an Egyptian library catalogue, with each entry translated. Chapter headings and initial letters are in type which suggests an ancient manuscript.

—L. B. L.

**The Greeks.** By D. E. Limebeer. Cambridge: At the University Press; New York: The Macmillan Co., 1940. Pp. xii+144. 80c.

This attractive little blue volume was prepared as a textbook for students of ancient history, and as a background reference book for students of the classics, in the Middle School in England. Treating of the whole period from the Stone Age to Hellenistic Alexandria, and including a little on the Sumerians, the Egyptians, and the Hebrews, the work is necessarily sketchy. It is, however, well written, on the secondary school level; and some portions are even strikingly vivid (e.g., the section on Delphi, pp. 31-33, and the one on temple cures, pp. 106-109). The author manages to include an amazing quantity of interesting material on Greek history, civilization, literature, philosophy, and art. The illustrations are good, on the whole, and sometimes most appealing (e.g., figures 23 and 24); but figure 4 is upside down, and most American readers would prefer Flickinger's restoration of a Greek theater to the one in figure 29. There are plenty of maps and charts, and also a list of dates and one of the gods of Greece and Rome. The book might well find a place in the library of the American high school.—L. B. L.

The Romans. By D. E. Limebeer. Cambridge: At the University Press; New York: The Macmillan Co., 1940. Pp. xiv+158. 80c.

A companion volume to *The Greeks*, this little book has similar merit. It is, in small compass, a Roman history, a history of Roman literature, and an account of Roman life. The sections on St. Paul and Roman Britain are particularly interesting. American high school students would enjoy browsing through the book, and preparing short talks from its pages.

—L. B. L.

Remains of Old Latin. Vol. IV: Archaic Inscriptions. By E. H. Warmington. Cambridge, Mass., Harvard University Press; London, Wm. Heinemann, 1940. Loeb Library. Pp. xliii+487. \$2.50.

Professor Warmington has put together in this volume a superb collection of inscriptions dating from before 80 B.C., with brief but significant notes, and occasional reproductions. All of the better known and most discussed of the early inscriptions are included, as well as many that are not so familiar. The categories represented are epitaphs, dedicatory inscriptions, honorary inscriptions, inscriptions on or concerning public works, inscriptions on all kinds of movable objects, inscriptions on coins, and inscriptions forming "documents," written on durable material for public or private information. Throughout, the translation is conservative and careful.—L. B. L.

Roman Portraits. With Foreword by L. Goldscheider. New York: Oxford University Press, 1940. Phaidon Edition. Pp. 14+120 plates. \$3.50.

This magnificent collection of Roman

portrait heads, photographed at close range and in almost microscopic detail, will be a boon to students of Roman art, coming as it does at a time when study in European museums is out of the question. It contains 120 plates, approximately ten by twelve inches in size, representing 116 different heads; in addition, there are sixteen smaller illustrations. Museums represented are the Ny Carlsberg Glyptotek in Copenhagen, the Uffizi and Museo Archeologico in Florence, the British Museum, the Louvre, the Provincial Museum in Trier, and, in Rome, the Vatican, Chiaramonti, Lateran, National, Capitoline, Conservatori, and Barracco collections. The plates are representative of all periods of the art from 50 B.C. to 450 A.D.; ascriptions are conservative throughout. The book contains also a Foreword on Roman portraiture, a chronological outline, and an index of museums represented. The whole is well and securely bound in cloth.

—L. B. L.

## Notes And Notices

The twentieth annual meeting of the Ohio Classical Conference was held in Cleveland on October 23-25, 1941. One of the speakers was Professor Rollin H. Tanner, of New York University, Secretary-Treasurer of the American Classical League. A feature of the meeting was a performance of the *Trinummus* of Plautus, by students of Western Reserve University.

The boys of the Western Kentucky State Teachers College, at Bowling Green, Kentucky, put on a performance of the *Captives* of Plautus, in English, last spring, before an invited audience of high school Latin students and other guests. So successful was the presentation that it was repeated at the college chapel. The cast put on a dress rehearsal on a rustic stage in Mammoth Cave, on the occasion of a picnic held there, and collected a fair audience from the guests at the Cave. Miss Sibyl Stonecipher, the director of the play, reports that the whole affair, and particularly the college chapel program, was the best advertising for Latin which her group has done for years.



## MATERIALS

TEACHERS OF LATIN who teach modern languages also will be interested in the series of "Language Leaflets" published by The Modern Language Journal, 284 Hoyt St., Buffalo, N. Y. Dealing primarily with the value of foreign language study, the leaflets are useful and practical. They sell for 10c. each, less in quantities. "The Value of Latin," an article by

Professor I. L. Kandel, of Columbia University, which was printed in School and Society for May 3, 1941, has been reprinted in leaflet form, and is available for distribution, at 5c. a copy. Address the American Classical League Service Bureau, New York University, Washington Square, New York City.

The attractive pamphlet, "The Classics as a Career and as Aid in Any Career," prepared by the Committee on the Present Status of Classical Education, may be obtained from Professor A. Pelzer Wagner, College of William and Mary, Williamsburg, Virginia. The pamphlet is free to persons in the territory of the Classical Association of the Middle West and South; to others it is sold at cost—four copies for five cents.

Professor William C. Bagley's article, "Latin from an Educationist's Point of View," which aroused so much favorable comment when it was read at a meeting of the New York Classical Club last March, and which was published in the March, 1941, issue of Educational Administration and Supervision, is now available for distribution. Copies are 5c. Address the American Classical League Service Bureau.

The Geographical Press, of Columbia University, New York City, announces the publication of "Words," a series of exercises in word study for classes in English and Latin. A scoreboard with a total possible score of 1000 points is furnished with the exercises, to provide material for competitions. There are also two large charts with spaces for forming words from Latin roots by the addition of prefixes and suffixes. Means for scoring, and free answers for teachers, are furnished. The complete publication costs 35c. a single copy, 25c. each for ten or more. Chart sheets can be purchased separately. Free samples will be sent to teachers requesting them.

## American Classical League Service Bureau

DOROTHY PARK LATTA, Director

The American Classical League Service Bureau has for sale the following revised items and one new one.

- 339. A Bibliography of Games in Connection with the Teaching of Latin. Revised. 5c.
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